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EDMUND J. JAMES

University Extension Lyceum

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THE UNIVERSITY EXTENSION.

LYCEUM

The phrase, Extension Division, is a technical expression in the nomenclature of a University. It refers to a group of related activities conducted or at least directly terminating outside of the walls of the University, and beyond its campus. Class instruction, correspondence study, lecture study, investigation, research, institutes and such are illustrations. Typical State Universities are made up of colleges and schools; Colleges of Liberal Arts, of Engineering, of Medicine, of Agriculture, of Law, Schools of Music, Schools of Commerce and so forth; and finally a College of Extension, or Extension Division, but in some instances, notably in the University of New York, called Extra-mural College. This raises the question, what is the field of the new College? As director of an Extension Division, or Extra-mural College, I am compelled to answer that the field has been but partially defined and owing to the nature of the work, owing to the changing condition throughout the State, the changing condition within the University itself, some of its work can never be limited by definition, except in a general way. I shall, therefore, attempt to describe the broad, or I dare say *vision,* aspect of an Extension Division. Then, I shall point out some forces, which have recently made themselves apparent in organized forms and which, as I interpret them, are the cause, in fact a part, of these outside activities of colleges and universities. Finally I shall summarize excerpts from bulletins to specify the work of Extension Divisions, as it has been developed up to date. With this background, and with a subsequent discussion, I hope to make clear why there is and should be a University Extension Lyceum.

An Extension Division is an institution through which the University expresses its character and work in terms of the life, thought, and activities of the great common people. To give this

expression it disseminates knowledge, information and thought through the medium of bulletin literature, through correspondence with individuals by letter, by study outlines, and by written lessons, through cooperative assistance that strengthens and supplements the work of established organizations and institutions, and it builds and directs new agencies to enable the people to know, appreciate, and to have benefits from its work. To connect the resources of the University with the experiences of the people, the Extension Division studies the conditions, the activities and the interests of the people, and with the results of this study goes to the colleges, schools, and departments and the men directing them to find and secure what knowledge, what culture, what power, what skill they have of value that will develop and improve the spiritual and material resources of the people themselves. The Extension Division helps to organize the interests and forces within the State so that the people may effectually assimilate what the Universities and Colleges have to give. Finally, the Extension Division, knowing the field, the needs, the possibilities, of educational and social welfare developments becomes an important cooperative institution through which educational and social welfare resources from all institutions, agencies, and other sources within the State, function. So individuals, community groups, clubs, civic societies, administrative and legislative bodies, libraries, art galleries ,schools and other public and endowed organizations and institutions look to the Extension Division, a great clearing house, for direct and cooperative assistance.

All over our country, indeed, all over the world, there is a great and somewhat inspiring movement, (or shall I call it a struggle) on the part of society, the people, democracy, to adjust relationships, so that we shall have more perfect individual and social justice, have greater happiness based on intelligence, good health, good morals, and economic prosperity. We see signs of this movement or struggle in the bursting forth of hundreds of associations, whose purpose is moral, intellectual, and social uplift; in the pouring out of millions of dollars by private endowment, or by private subscription for institutions of study and research and propaganda. In politics the expression is in the reform of old parties, or the raising up of new parties with strong social welfare principles and platforms; in religion, in the casting out of mystery and superstition and the substitution of a social religion based on sympathy, sociality, a sense of justice, and the instinct of race-preservation; in government, by a widening

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of governmental activities for regulating industry, for purifying politics, for developing new fields of education, and for conducting recreational and social welfare work. Think how brief the public school system, how recent the establishing of state colleges and universities, and more recently, the free high schools and normal schools. The last decade nearly spans publicly supported libraries, art galleries, museums ,parks and play grounds; also state correspondence study schools, schools of music, business colleges, technical schools. To-day millions of dollars are spent from the public treasury in providing educational and social welfare institutes, schools of philanthropy, public lecture courses, public concerts, and rural welfare work.

With all this activity, with all this creative energy there must be some institution, or institutions to provide direction. Recently one of our great Unversity presidents said: "It is not beyond the truth to say that a University is the beacon light to the people of a common-wealth, pointing out to them where advances are to be made, not only in the field of commerce and trade, but in the realms of morals, general culture and better living." As Universities are now organized, the Extension Division must be for the great masses of people, in their struggle for a more efficient democracy, the light-house from which the beacon light of the University will shine.

To understand specifically the work of Extension Divisions, as now organized, I offer the following brief summary, which is taken from bulletins announcing the Extension work of over twenty Universities.

Correspondence Study in college and vocational subjects under the direction of the University Faculty.

Lectures in series, with syllabi, for study-clubs; single lectures for special groups and general audiences.

Concerts and Recitals for music, culture clubs, and for community lectures and entertainment course.

Extension Teaching in cooperation with educational institutions conducting continuation and evening schools.

Visual Instruction through the loan of lantern slides, moving picture films and exhibits.

Debating and Public Discussion stimulated and organized by state contests, bulletins containing formulated questions with briefs and bibliographies, and library loan material.

General Information on matters pertaining to education, state

and local government, public health, civic improvement and other subjects, of special but common interest.

Surveys, Research and Investigation in fields and on subjects of community and state importance.

Expert Service for county, town and municipal councils, boards and commissions, school boards, commercial clubs, civic and economic betterment associations.

Exhibits, Conference, Institutes and Demonstration Schools for public enlightenment upon vocational, educational and social welfare matters.

Before leaving this Extension education field, I invite your attention to work conducted by other institutions. Note the visual instruction and lectures conducted by the Commission of Education in the State of New York, and the public lecture work of the Board of Education in the city of New York directed by Dr. Leipsiger, New York City alone spends $175,000 a year for conducting free lecture courses. Last year a million people attended. The cities of Cleveland and Milwaukee have a similar, but less effective work. Thousands of high schools are paying for commencement addresses each year. The city of Boston spends $51,000 a year for municipal concerts. Some of these are given in the summer at the parks, some in winter in school houses. Again the City of New York spends $75,000 a year under the direction of Mr. Farwell, developing community music. Hundreds of libraries and similar institutions give Extension Lecture courses. Last year cities of 30,000 and over spent sixteen million dollars for public recreation. These same cities spent nine million dollars for Libraries, Art Galleries and Museums. For these two purposes, it is conservative to say that thirty-five million dollars of public funds were spent in the United States last year. The better farming associations, the Agricultural Colleges, and other organizations expressing rural interests and endeavoring to develop an intelligent and permanent rural population, and thereby bring about scientific farming and greater production of agricultural products, have found that the first essential step is to provide a good social and intellectual country life for this rural people. In a number of our western states, Library Commissions have seen this truth and are sending into the rural districts travelling libraries, ninety-five per cent of which are books of fiction, biography, popular history, popular science, classical literature, geography and travel. Another movement for rural

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welfare will make itself felt soon,—The Social Center. This innocent looking institution is rising with tremendous force, and when the country folk themselves appreciate its significance, that spirit which is building cooperative elevators, cooperative stores, cooperative creameries, which is bringing special state aid to the rural schools, is organizing mutual fire insurance companies, establishing state life insurance, state marketing commissions, demanding terminal elevators, that spirit will demand a cooperative, state managed Lyceum to provide recreation, culture, and intellectual stimulus for the rural people.

Now, from this rather misty background, turn to a discusion of the Lyceum, and let me say at the start, that *the big issue, or the heart of this discussion, is whether you "talent" are professional men and women, or whether you are business men and women. In short, whether the Lyceum is a business institution or an educational and social welfare institution,* and do not let any tangential argument eclipse or befog that issue.

Consider the business doctrine of the Lyceum. I agree with all those Bureau men, who claim that the Lyceum under Bureau management, is a *business.* When, however, one Bureau manager says, "Some individuals seem to gain great comfort in pouring forth upon the unsuspecting ears of committeemen and talent alike, that the Lyceum is not and should not be a business. With this sentiment I most cordially disagree, for I believe on the contrary, that it is and should be the ideal business." Then I, in turn, most cordially, and just as ironically as he, disagree with him and the sentiment or interests he expresses or represents. But possibly he was making a pun by playing upon the word "business." When, a year ago, your former president spoke of the Lyceum as a business and made a plea for business efficiency, I am certain he used the word "business" in a loose and non-technical sense, for judging from his excellent plea for an educational and social uplift platform, he must have had in mind scientific administration for educational efficiency instead of scientific management for business efficiency. For it must be clear that working on business efficiency principles, a clever magician in towns of 2,000 and under, is a much greater money making attraction than Dr. Eliot or Monteville Flowers, or President Vincent.

Perhaps, we should become clear on the word "business." A meat market, a mill, a railroad, a gas plant, a grain elevator, a factory, a bank, a creamery, a farm, are all forms of business undertaking.

Producing, buying and selling are the predominating elements in business. The viewpoint of the manager, when applied to the Lyceum, is, what do the people want that he can buy and sell to them at a profit? The ordinary rules of business honesty must be observed. If the people want a cheap article he will sell it to them. That is legitimate. If they want a high priced article, then he will sell that. If they cannot buy intelligently and competition is keen, then, like the meat packers before the pure food laws got after them, he will sell White Clover lard containing twenty per cent parafine. Further, since the average life of a Bureau is short, he advertises so as to get quick returns and because of the effectiveness of spectacular advertising he adopts spectacular methods. His Lyceum "business" is risky. Committees do not wait for his annual return. They buy from the first agent that comes around. The average life of his "business" in a town is less than three years, therefore ,he must make his money quickly and cheaply. Possibly he would like to build up educational and entertainment standards, but his parmanency is too shaky to permit him to spend money for that purpose.

Greshams' law applies in Art, Music, Literature, and all informal educational work as truly as it does in finance. Just as sure as cheap money circulating on a competitive basis with dear money drives the dear money into hiding, so in entertainment, the cheap will drive out the more refined. For as Walter Eaton says, "There are layers on layers of intelligence and taste in the public," and I add that the broadest layers are on the bottom. Let me quote Eaton further: "Men are paid fat salaries to teach chorus girls new dances, 'effects' and drills, to hitch them together and to drive them around the stage, to turn them into rabbits, to swing them out over the audience, to mass them into living flags, etc. Men who do this receive much larger salaries than do the men who stage Shakespeare or Ibsen." Two years ago a bureau manager, who returned from his Kansas Chautauqua, was dumbfounded when he saw how much of the program was "show," "but," he added, "that is what the people want." Now, one could pile up a thousand evidences like these. I have been told that a reaction for the better in the Chautauqua has set in. I hope so, but the upward tendency will never reach the high standard it should until more money is put into the work than is taken out of it. One of the best Chautauquas in the middle west is at Valley City, North Dakota. The management this year drew upon the Normal School, the Agricultural College, the University, the

State Library Commissions, the Better Farming Association, for assistance. They gave their services for a nominal fee—in some instances, free, and now the management is campaigning for an endowment so the high plane reached this year may be maintained. The University Extension Association of Philadelphia have kept their work on a high plane; they have an endowment of $30,000 and a subscription list of from $10,000 to $12,000 annually. They are now endeavoring to raise $125,000 for a new building. Hundreds of such illustrations, all point to the fact, without exception, where the lecture, the concert, the recital work is given a high educational and refined standard, it is not self-supporting.

The Lyceum is no exception. Apply a business principle to the Lyceum. Consider business efficiency tests. Cost accounting for instance. This calls for an analysis of the elements of cost, a classification units of operation, then business standardization, not educational standardization. A concert company is a thing not a personnel; a lecturer is a thing, not a person, and these things are units of business. Whatever units are profitable must be retained and increased,—those that are unprofitable must be reduced, and if possible, eliminated. Take a homely but a simple illustration of an efficiency test. For the last thirty years in Wisconsin there has been a constant campaign on the part of the farmers' institute conductors, the agricultural college men to get the farmers to apply efficiency tests to their dairy herds. The Babcock milk tester is a machine which tells the percentage of butter fat milk contains. By using this test, weighing the milk, evaluating the by-products, and the cost of keeping, the farmer knows which cow makes him a profit and which one is a loss. If old "Spot" is found to be a parasite, his sentiment for the gentle cow vanishes. She goes for beef, tallow and leather. The results are that last year Wisconsin produced more cheese than all the rest of the states, more butter than any other state and all told, sold $100,000,000 worth of milk-products,—enough money to pay for twenty times the annual cost of all the Lyceums and Chautauqua in the United States. Put the principle of this efficiency test in the hands of a Lyceum Bureau manager, especially a corporation bureau, doing a large scale business with corporation ethics substituted for personal management ethics, then turn to Ex-President Flower's economic analysis of the Lyceum as given in your year book for 1912 and see where you come out. Let me quote, "Readers whose salaries range from $7.00 to $8.00 per night, get 32% of their selling price, those whose

salaries range from $20.00 to $33.00 per night, get 36% of their selling price," a difference of 6%, enough to wipe out the dividends according to Mr. Harrison's report on the Redpath Bureau. Again, "lecturers with salaries ranging from $9.00 to $15.00 per night get 30% of their selling price,—those with salaries ranging from $30.00 to $37.50 per night get 50% of their selling price," a difference of 20%. Highbrows are, from a business point of view, parasites. If it were not for their advertising value, they would be eliminated. Only those that make good advertising will be kept. They build up a demand for the best payers, namely, the cheapest talent. Now any wise manager will apply the efficiency test and follow it up just as far as his buying public and the pure food laws and other regulations will allow him. The Lyceum is not regulated so the only check is the buying public. Then recall that in the public there are layers of intelligence and taste, putting the larger layers on the bottom. Therefore, the more extensive the business the lower the public standards. A former Lyceum Bureau president affirms that "as long as the courses were sold in the larger towns where a larger number of highly appreciative people would be assembled, then the standards were higher but when the courses were pushed into the small towns, then the cheaper men were engaged," and I added, "you were in the Lyceum before mimeograph concert and entertainment companies were turned out by musical directors." He nodded his assent. Perhaps I ought to call them standardized business units.

Consider a few business maxims.

"Study what the people want and sell it to them on a safe margin."

"Select goods that will sell readily or with little resistance."

"Be courteous, honest in business, but not philanthropic, excepting for advertising purposes."

"When you advertise, study what the people want and then stimulate them to want more."

Think those maxims over and ask yourself why a business man *as a business man* should spend his or his company's money to raise public standards, especially when he will make greater dividends with the standards low.

But some one says, "If the public intelligence and public taste are not sufficiently high to demand the best things the Lyceum has to give, the personality of the business manager will guide its work from educational and moral motives, not commercial." That is, the

bureau manager who has high ethical and intellectual standards will not promote a "business" which he feels is not best educationally and socially. You may say that Bureau men have just as high ideals and as keen intelligence as University Extension men or as the talent. No one denies that truth. He is as morally good and as intellectually capable as we are, but, if we in turn had the economic pressure put upon us that he has, we would probably act exactly as he does. If a Bureau manager were an angel and should adopt scientific management the result would be the same. If he refuses to adopt such management his competitor, which may be a corporation, will bankrupt him. The very nature of his work forces him to adopt scientific management based on business principles. And business principles are often in conflict with best ethical and moral standards, also, social and educational efficiency. In a business where material products form its base the conflict between social welfare and business success, while important, is not vital . But where the product you sell makes ethical, spiritual and intellectual standards, moulds social life and human character, the danger from the warp of business success becomes so acute, so vital, that society cannot afford to risk it. That is why we, in this country, refuse to permit our educational system to be organized and directed under the guidance of business principles instead of principles of education and social welfare. That is why, since we have come to see the important influence that our leisure hours and recreational activities have upon our individual and social life, we are protesting against commercialized entertainment and recreation. That is why cities and states are pouring millions of dollars into the development of popular educational and public recreational institutions. For business and its guiding principles spring from a materialistic philosophy whereas educational and social welfare principles spring from a spiritual philosophy. Consider some of the evils of the Lyceum as a "business."

Fair competition in most fields of private enterprise is a wholesome and regulative force. There are, however, many exceptions, notably the public utilities. In practically all business where the selling and the distributing operate over a wide field, a frightful waste through duplication and friction results. A recent survey of the milk business in New York City discloses the fact that the cost could be reduced two cents per quart under a centralized and scientific system of distribution. I hold that the Lyceum is an educational and social welfare institution, and that its character

should not be molded by principles of business efficiency. However, conducted under the Bureau system, as it is now, the tests of competition are applicable. let us consider them.

Eighteen months ago there were, including the Extension Division with two representatives, ten bureaus with twenty-eight agents operating at the same time in Wisconsin. I have attended committee meetings with seven bureau representatives present. For three or four representatives to be at a committee meeting is a very frequent occurence. Furthermore, it is a common practice among the agents to attempt to pre-empt the whole field. To illustrate, a Redpath agent may be working in the southern part of a state, say Wisconsin. He meets an Extension Division man, and if on speaking terms with him, he learns that a Mutual Agent is at work in the northern part of the state. Mr. Redpath's agent immediately gets long distance connections with the committee men in the north. He urges them to hold up the business until he can come. He may find one or two of his pet courses booked, one or two more that will not be held open longer, so he catches the fast train going north. The Mutual representative learning of the Redpath's proximity immediately ties up all committees he can and after two or three competitive meetings starts for the south end of the state. Now, insert three or four more bureaus with their representatives into this expensive scramble and you will have a real photograph of the booking business.

The trick of the Mutual agent above referred to, that is, tying up the committee is a common practice. Generally there is a man or woman, usually a woman, on the committee with a moral conscience. The artful agent knows her. If he finds that he cannot sell the course at once, he secures her promise to hold up the selection until he can come later, a time which he reckons will be after the other agents have come and gone. Every few days he calls up his friend, just to renew acquaintance and incidentally to requicken her conscience. The result is, agent after agent, knowing that the course has not been closed up, will visit the town and annoy the life out of the committee. Some times through argument, sometimes through misrepresentation, occasionally through less creditable methods, another agent or two get a friend on the committee. In the end there is likely to be a compromise by splitting the course, and trouble when the routing season begins. In time committee men see through the sharp practice of the agents, and come to look upon them and their business as the farmers look upon the lightning rod agents and

their business. After they have lost a few dollars, through guarantees, their suspicion is burned in. So much so that even deacons reach the point where they will lie to the bureau agents without the slightest twinge of conscience.

The agents are not to blame for this condition. They are spending their own money, their own time and get no reward unless they get the business. Then too, new bureaus and agents, some of them scrupulous, some of them unscrupulous, are entering the field every month, and one unscruplous agent can upset the whole field. If there ever were an occupation in which a man is tempted to fight the devil with his own fire, it is in canvassing, especially bureau canvassing. This savage "dog eat dog" competition kills the spirit of cooperation and thereby adds another expense, for you cannot discredit a part of your work, without getting its reflection in the rest of it. One bureau manager has said that you can correct this selling system by truces. My answer is "Why don't you call a truce? You have been endeavoring to do so for the last twenty-five years, and I don't believe you can do it. If you succeed, tomorrow morning a new bureau will be organized for the express purpose of breaking up the combination."

Turn now from the selling to the distributing side of your present system. Last year, exclusive of commencement addresses, there were five hundred eighteen Lyceum lectures given in Wisconsin. Of these, the Extension Division had four hundred four, the bureaus one hundred fourteen. Eighteen men gave the four hundred four lectures for the Extension Division. Twelve men gave 86% of them. One gave eighty-two, another thirty-three, another thirty-nine, another thirty-one and ten gave over twenty. For one hundred fourteen lectures given by the bureaus twenty-eight men were used, not a single man had over sixteen dates. In other words under the bureau system nearly twice as many men were engaged in giving one hundred fourteen lectures as was under the Extension Division to give four hundred lectures. Again, the Extension Division had but seven concert companies. They filled two hundred sixteen dates. Five of them filled two hundred eight dates, an average of forty two per company. The two remaining companies had but eight dates. In both cases these companies were given dates simply to try out their work . On the other hand note the concerts of the Bureaus. Forty-one companies engaged, they had but three hundred dates. No company had over twenty-nine. Now interpret those figures and see

what a waste of talent, energy, and what a lot of unnecessary travelling expense. Add to these two items the hazard of long jumps, the expense of open dates, and see what a black record you have for the competitive system.

Competition has caused at least three of the Bureaus operating in Wisconsin to display before committee men, excessively long lists of talent. That kind of advertising may get business, but it also adds expense to the business. Experience shows that in spite of the agents' attempts to influence committeemen, long lists of talent cause excessive travel, and thereby builds up a big risk element. The Bureaus are saving themselves partly by loading the risk on the talent through the open date clause, but it makes no difference who pays the first cost of the open dates, it must in the end be reflected in the cost of the courses to the committees.

This excessive cost limits the field, for when you heap the accumulated risks on committeemen, they sense the danger, and drop their courses. The Extension Division of Wisconsin has sixty per cent of its courses for next year in towns that either never had Bureau courses, or else have not had them for over three years, and I should insert here, that using the financial basis upon which the Extension Division is working there will in time be one thousand lecture and entertainment courses in the state. The Bureaus have never brought the mark above four hundred. Does this make clear to you the limitations of your field under the Bureau system? Develop then a cooperative system between states, such as Minnesota, Wisconsin and North Dakota now have, and see what a big field opens up to you who are in the Lyceum profession.

Speaking of cooperation reminds me of an economist's investigation of the harvester business. He found that the selling cost on the part of the International Harvester Company is nearly twice as much as that of its independent competitors. This excessive selling cost is attributed in part to the ill will of the buyers, in other words, to their traditional dislike of a Trust. There are hundreds of committeemen, throughout the country, who because of the competitive fights of agents and Bureaus, because of the sharp practices of agents in getting their signatures to contracts, because of the sting from the sense of having made a failure in the local management, and finally, because of their financial losses, have developed, not only an ill will toward the lyceum, but also a bitterness toward it. Most committee men are not long on analyzing

costs, consequently, when they learn what salaries you are paid, and knowing what fees they are paying for your services, they re-act something like a fellow who has been monkeying with a shell game. If you recall that committee men are visited from five to ten times each year by the agents of different Bureaus, each knocking the other fellow's talent, or his business methods, if you recall that committees are often rushed together on short notice and that through the smoothness and enthusiasm of the agent are swept into signing the contract, and couple these tactics with the wide margin between buying and selling prices, you must expect a suspicious and inimical attitude from them.

Permit me to describe a type of contract getting that is militating against the work. I refer to the one by which individuals are signed up without a committee meeting. Jones agrees to sign, if nine other men do. Smith after clever suggestion has made him feel that he would be a mean, narrow-minded pup if he didn't sign, is the second man on the committee; Brown, after his religious scruples have been exploited falls in line; Adams, who can't resist the sweet smile of the lady agent, joins the list; Billy, the hotel man, is tempted with hotel patronage and so on until ten men have written their names to the contract. The agent leaves a copy with one of the signers, mails the other to the Bureau, gets out of town post haste. In a few days the ten men, receiving their second wits, get together, compare notes, and find that no one of them really wanted the course, that each signed because he thought the rest of them wanted it, and thus they discover how one man's name has been played against the other. Sometimes they write the Bureau and talk about cancellation. The bureau replies with some high sounding phrases about ethics and the responsibility of business men. Thus reluctantly and sore they go into the fall campaign. If the course pays out, and no attraction falls down, then all is well, but if either of these things happen, then all is blue air. And this blue air further blasts the spirit of co-operation and another expense is loaded on the Lyceum Bureau system.

The Extension Division eliminates the suspicion, the blue air and by this elimination secures a valuable cooperation which reduces the cost of operation and adds to the educational efficiency of the Lyceum. Here is how it is accomplished. The attitude of the committee men toward the University representative is different from that they present to a Bureau agent. They know his salary is paid

by public taxation. They know he comes from a publicly supported institution to promote an educational work and not a dividend paying business. The Extension man talks the purpose and character of his work more than the other agent, for that is his only interest. He explains the cooperative plan. He shows the detail of management. telling exactly what the talent gets, what percentage the Extension Division charges to cover the risk and a portion of the selling expense. How much the state contributes to pay administrative cost, how much it contributes toward the selling expense, and how much it subsidizes the special educational features. This explanation emphasizes to the committeeman, the real educational value of the work he is asked to promote. It makes clear that more money is being put into the work than is taken out. It makes clear that his cooperation will enable his community to be benefitted by a work it is already helping to support. Therefore, he catches the spirit of cooperation, and that spirit has a great money value in eliminating costs.

The blue air caused by the ill will, by financial loss and by "fall downs" of talent is dissolved when there is a spirit of cooperation. The committee is not surcharged with an explosive feeling. Furthermore with a portion of an element of risk eliminated, with the traveling expenses cut down, with the question of dividends cut out, with the contribution by the state for administrative cost, and for subsidizing educational features, the total cost to the committee is nearly, if not quite, one half less than the Bureau system. Reduced costs means little risk to the committeemen, hence a good feeling on their part, a spirit of cooperation and greater stability to the Lyceum.

Less cost means a more appreciative audience. In a normal town of 1000 people, the first 150 tickets are sold to people who desire and appreciate a lecture course. They go to the corner drug store and buy their tickets without solicitation, but the next 100 buyers must be solicited, must be appealed to on the ground of patriotism, on the grounds of a show. A hip hurrah sentiment must be worked up to secure this lower layer of the audience. All this extra effort costs time, energy and money. It irritates the committee, it develops a critical audience, through the element of unappreciativeness; it forces into the course some hip-hurrah programs. Hence we have courses without lectures, and concert companies strong in "stunts," weak in music. The 150 want good lectures, good literature, good art, good music. The 100 want a show. Eliminate the show

element, there will be fewer "fall downs" on the part of good talent. There will be more lectures, more artistic programs.

One of the best known women readers left the Lyceum a few years ago for independent management. She gave as her reason for quitting that she was tired of being booked on a course of shows. Other artists have said the same and quit the Lyceum. Isn't it about time to rebuild our audiences partly by elimination, partly by changing their attitude? Some of our very earnest but benighted ministers are still taking fell swoops at the theatre and shows and yet they are permitting full evening Lyceum vaudeville right from their pulpit, and one of our former presidents made bold to say that the Lyceum lacked originality. But what is the use when an ex-college president will prefer to pay $400 to have Burns, fire the boys imaginations with detective stories than to pay $250 for a 16 piece orchestra selected from the Chicago Symphony, giving full evening concert. Another ex-school teacher and college man less than six months ago, preferred to pay $50 for a $17 per night lecturer, rather than to pay $20 for a $4000 per year University man, a fluent speaker, a man at the head of a political science department in one of the largest and best universities in the United States; a man who has a large income in addition to his salary from royalties on books that are used in the leading colleges throughout the United States and the world. A man who has had a number of honors bestowed upon him by learned societies at home and abroad . A man who has been selected by the President of the United States several times for responsible foreign diplomatic missions. A man who has just recently been appointed by President Wilson for perhaps the most important ambassadorship the United States has to give. Verily the psychology of the price doth play an important part in the commercialized Lyceum, and that is another educational scandal. I do not lay thiss all on the bureau, but the bureau as *business* is exploiting it. A few of you talent are pastmasters in the art of creating a psychological value.

The Lyceum originally was an educational institution and it has legitimately added the recreational and entertainment features to its work, and above these two features has come a third, namely the emanating of a creative energy that stimulates educational thought and social progress. Because habit tends to make people fixed in their action and in their thinking, because tradition and precedents tend to make people reject things that are new, because people grow non-plastic with age, because youth must be inspired and educated

with respect to what is desirable or undesirable, to what is worthy and unworthy, in short, because of habit on the part of the old, and because of educational and inspirational need on the part of the young, the Lyceum, by direct inhibition, and by suggestion coupled with the inspiration of eloquence and strong personality, becomes a necessary force in our thought life, as well as in our social welfare and educational process. Now, with this conception of the Lyceum is not it a magnificent institution? If it does not demand a high type of professional men and women to carry and develop its work, no institution does. Why then do so many thoughtful men, especially college men scoff at it?

Because the university man has failed to recognize the creative force of the Lyceum, and because the professional Lyceum man has too often permitted himself to be merely "lively and eloquent," sometimes artificial, ~~and~~ inaccurate, bizarre, there has developed a chasm between the two very useful and necessary types of men. The University Extension Division is attempting to bridge that chasm, to correct the warp things have taken under the commercial, or Bureau system. For I believe that the sins of the Lyceum, and it has some sins, are mostly committed in response to the tension lines of the cash-box. I say this with an appreciation of other forces that pull platform men and women away from the path which in their calmer and better moments they know to be the right one. I understand the temptation of a man or woman facing an audience, whether a pianist, a violinist, singer or lecturer, to over emphasize in art, to give unbalanced, yes untrue statements in address, and to introduce dramatic stunts that will bring applause from the audience. Alas what false appreciation, what warped understanding, what sins from misleading!

Some folks doubt that the Lyceum is to a considerable degree an educational institution. One national character called it an institution of quacks and he pointed to your advertising as proof. I am reminded of the Scotchman who said that all criticism should be prefaced by the critic's dinner menu. Yet as professional men and women, I am sure you must feel humiliated at the self advertising your work demands, at the egotistical and bizarre write-ups some of your heralds contain. I realize the problem you are facing. Agents and committeemen have their standards and if your services are to be used you must comply with their standards, for committee men buy agent's talk and advance heralds. This statement reveals

another educational scandal which is 75% true. Too many committee men have had their standards built up by political party slush, by patent medicine ads, by newspaper scare heads, by the literature of Rexall's hair tonic, Post Toasties or Pettijohn Breakfast Food, and with this background they proceed to buy talent from your heralds. What should these heralds do? As the Extension Division views it, they should first of all awaken an interest in the subject matter of the lecture or entertainment program. In other words, develop an atmosphere of appreciation so that the educational and inspirational effect will be strongest. Second, they should say enough about the speaker or company to establish public confidence in his or their ability, and no more. If the lyceum goes over to the state school system and the view point of advertising changes, what a relief the new heralds will be to those of you with a fine sense of professional ethics.

Another man has said that all there is to the Lyceum is Personality. Perhaps he had an overdose of the Ego advertising, or else has been listening to some agent boasting of one of his attractions. Personality is a strong element in any occupation, and especially in educational work, particularly teaching, lecturing and dramatic reading. In group drama and concert work it is less important. An Extension Division secretary said some years ago "you can not institutionalize Extension work, for it consists of a man." He could have as well said the same of public schools. How great is the personality of the teacher! But the information, the culture, the socializing influence, the recreational value, and finally, inspiration coming from the thought or feeling and from the personality of the speaker, all make up the Lyceum.

One man has called the Lyceum a megaphone, that is, simply a speaking machine for other men's ideas. The Lyceum should be more than a megaphone. Its members do think, do originate, do build, and it can be made a constructive instrument for educational instruction and inspiration, as well as an instrument in generating and creating forces for intellectual, social and moral progress. The best in literature ,in music, in art, may be presented on the platform; much in history, in ethics, in sociology, in economics, in political science, in natural and applied science, in fact much from the whole realm of human experience may be given through this agency. When education is the guiding motive, instead of dividends, the Lyceum and the Chautauqua will step up in line with

libraries, art galleries and museums. It will form a part of our great expanding educational system. Instead of meeting as we have here today separate, homeless, disowned, and ostracized, we will conduct one of the big sections of the National Education Association. Our representatives will appear on the programs of all philanthropic, social welfare and educational meetings in the nation. We shall become a part of a definite, concrete, and public established institution, instead of being an indefinite, abstract, blind affair ,whose pulse is so strong that it beats at the sound of such an ill defined slogan "the abolition of poverty," whose enthusiasm runs in criss-cross currents, making splashes here and there, getting nowhere, only to be capitalized to the Nth power by a Bureau System.

Are you ready for the change? Will you hinder or help to bring about the change? Whether you help or hinder the change will come for I know the temper of the Extension Divisions. I have felt the temper of educational, civic and social welfare associations. I am one of the common people, my work has kept me one of them and if my judgment is worth an iota this movement is sweeping the country. Three states are now conducting the work and other states are stepping lively in that direction and most inspiring of all the great public consciousness is awakening. The age of public parks, public playgrounds, public museums, public art galleries, public libraries, public lyceums and public schools is upon us.

But I hear some conservative (or shall I say stand-patter) shouting "Hold on, hold on, the lyceum is an amusement business and not an educational institution." If you will prove to me that your are merely entertainers and amusers with the emphasis on *amuse,* I will say God bless you, you are right the state will back out. But to prove *that* you will have to exclude such lecturers as Payne, Brigham, Lybarger, Adair, Davis, Vincent, such concert companies as Shuman Quintet, the International Opera Singer, the University Trio, the group of 16 from the Chicago Symphony Orchestra, the Brahms Quartet, such dramatists and readers as Chapin, Flowers, Baker, Kling, and when you have excluded these and their like we will say keep the Lyceum as an entertainment and amusement "business." We will take the excluded, build up lecture, recital and concert work and the historical lyceum will exist no more. We will have an institution, giving education in its broad sense, providing recreation and entertainment, and adding creative energy to the

thought and action of society, but it will have a new name—perhaps we will call it the Peoples University.

But I think I see signs of an awakening among you. For I hear you rebelling against the word business as applied to the Lyceum. You are saying that like doctors, lawyers, ministers, teachers, you are professional men and women. You have said many times on your programs in the last two years that while you expect a salary or fees for the service you render, yet the satisfactions from excellence in the quality of your work and from the sense of service are your most cherished rewards. You have complained about persons who have gained notoriety and publicity in other fields and then have come to exploit your profession. You have condemned the circus advertising quacks that have grown up in the profession. Two years ago a bureau president said that each spring seven or eight towns out of every ten seriously thought of dropping the Lyceum work. He urged as a remedy for this precarious condition of your profession, that you continuously campaign to psychologically change the committee-men from a guarantor into a subscriber. He thought support by subscription was better than endowment or taxation. It certainly is the last step you could take and keep the bureaus. A year ago another manager talked about Institutionalizing the lyceum—with a capital I if you please—When I read that address just two weeks ago, I rushed to my files to get a copy of my 1909 report to Dean Reber of the Wisconsin Extension Division, in which I first outlined the Extension Lyceum. I re-read it with deep interest for it said "These Community Lecture and Entertainment courses usually called Lyceum courses will provide an avenue through which the University may bring its valuable information, its culture, and its inspiration to the people of the state and furthermore *I believe these lyceum courses are in themselves of sufficient educational, recreational and spiritual value to be worthy of institutionalizing by public taxation.*" And men and women, if I have ever contributed one idea of worth to the cause of education and social progress it was expressed in that one sentence, for upon that report was built the beginnings of the University Lyceum. I agree with Mr. Horner when he says "the lyceum courses must be built with a definite purpose and with a definite end in view." I agree with him when he impliedly says "they must see and grapple with and expound the problems and needs of the human race." I agree with him when he directly says "the operation of the lyceum must be placed on a sound financial

basis," but I do not agree with him if he means it should be financed as it now is by its patrons through the sale of tickets and deficit subscriptions. For I hold that society as a whole receives direct and indirect benefits from the lyceum for which it should pay, that it is as illogical and unfair to shoulder all its expense on its patrons as it is to shoulder the cost of a high school, a normal school, a college, a museum, an art gallery, or a library on their patrons.

There are other Bureau men with whom I agree. One said to you last summer: "We have taken an institution, the Lyceum of Emerson, Phillips Parker, an institution conceived for use and with rare finesse, and transformed it into an institution of profit." I yelled "Hurrah;" and when he continued "We have thrown the lyceum into the maelstrom of competition where neither art nor ethics can survive.' ' I hugged the year book and said "Dear old Stout you agree with my application of Gresham's Law to art, education and ethics"—There are other signs of the times printed in your year book. One Bureau Manager said the lyceum was a quasi-public institution. Your former president on the same program said that too. Now then when Governor Dunne gets his public utility commission to working and casts his eye around for other quasi-public institutions he will chuck the lyceum under state regulation, and then Wisconsin, the home of the income tax law, the mother of commissions and the Extension Lyceum, will get busy, and the quasi-public institution will have a board of censors.

Turn from the Bureau System Lyceum to the University Extension Lyceum. What are its motives, how is it organized? In organization it is a part of an educational system, supported by public taxation. There is no section or part actuated by motives of financial gain. There is nothing to correspond to the present Bureau management, for its administrative part is supplied with money to develop its other parts and this supply is not dependent at all upon the sale of tickets. The problem an Extension Division director has to meet is how to adjust, how to distribute the Lyceum activities so as to give the greatest amount of service for the money, the energy and the talent he has available. To him an appreciative audience of 150 through whom educational inspiration may be given to a community is more important than an audience of 300 to whom he can give mere entertainment and amusement. The development of higher standards for public entertainment, the cultivation of an appreciation of art, music, literature, the bringing of inspiration and intellectual

stimulus, the developing of socializing forces, etc., are the tests of educational efficiency. And educational efficiency is the mark which determines his success. How different his situation from that of a Bureau manager who must make his "business" pay dividends.

In conclusion and in the language of the Turk, I would say that the lyceum as an educational institution under the Bureau system is a very sick man. I see but one permanent remedy for him, namely, put him on a fair footing with other public institutions, give him support, either public or private endowment. He does not need as much help as libraries, public parks, museums and art galleries, but he needs help if he is to be normal. Now, if you please, drop the figure. Such a change will abolish the present Bureau system and that will be no great loss. I say this with a high regard for some of the managers, with great sympathy for long cherished institutions. I am a graduate of a some time since defunct private academy. At one time I was an active member of its alumni association. When high schools began to build up around it and their growth meant its death unless it received an endowment, I gave a summer vacation to working for such an endowment and that autumn I borrowed money at 6% so as to continue my study at college. But in spite of our efforts and our sentiment the academy struggled along for a while as a mis-fit and as Lincoln would have said it "winked out." In its stead there grew up a fine agricultural high school, with better buildings, better equipment, and better teaching force, all of which are supported not by a few sacrificing friends and patrons but by the State of Wisconsin. In a small town in eastern Wisconsin a few public spirited souls formed a library society and by private subscription, by public entertainments, they bought and supported a free library for their little community. A few years ago there arose in Wisconsin a man by the name of Frank Hutchins who had vision, who had a deep sympathy for mankind and who had the courage of his convictions. He went before the State Legislature, not once, but many times; at last he convinced them that circulating libraries for the small towns and rural districts were sufficiently important, educationally and recreationally to deserve state support. As a result of this man's efforts there is appropriated $50,000 annually to send free libraries into every village, hamlet and country side. And the library society in that little town of Eastern Wisconsin has seen a great state take up its ideas and institutionalize them. Twenty-five years ago two school men in eastern Nebraska

founded a private normal school. For years they fought every attempt on the part of the state to build a normal school in their section. They lost their fight and now a larger and better school supported by the commonwealth has been established and made free for the young men and young women of eastern Nebraska. And so it goes, as fast as a public educational consciousness develops institutions that should be educational in their character are taken over by the state. I believe the time has come to change the Lyceum from a business institution to an educational one, one supported by the state; and I believe it sufficiently strong to devoting, if need be, the rest of my life in helping to bring that change about.

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